

Programme 97.†

L₄

(September to December, 1923.
January to March, 1924, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. V., pp. 69-124 (586-538 B.C.). Selected passages from *Daniel*, 1-9; *Jeremiah*, 29; *Ezekiel*, 18, 28, 37; *Isaiah*, 40, 52, 53.

(a) S.P.C.K. *Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail, pp. 123-152 (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. I. (P.N.E.U. Office, 3/-), pp. 1-52.

(e) *S. John's Gospel*,* chapters 15-21 (S.P.C.K. Commentary, 9d.). (f) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 58-73, with lessons on Advent and Christmas.

For Sunday reading (optional):

Southey's *Life of Nelson* (Collins, 2/-).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1923). (b) *A Boy's Book of Prayer*,

† The 97th term of work set since the Parents' Union School began.

by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d).
Sunday Occupations: A Book of Centuries (see Preface to *The British Museum*, or the *Parents' Review*, September, 1923. Choose and write mottoes in beautiful lettering (see Bridges).

Writing.

Choose and transcribe passages from Shakespeare's *Much Ado about Nothing*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, 176-183.)

Essays on subjects in "Literature," or, on the news of the week from a newspaper, or, on some historical or allegorical subject from the Programme, etc. Verses, *not doggerel* (note metre of poems set for this term), on current events and on characters in the term's reading, upon historical characters. Write some scenes for acting from *Redgauntlet*.

Write for the P.U.S. Magazine (Editor Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year).

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 143-157; 185-194.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 537-606. Shakespeare's *Much Ado about Nothing** (School Edition, Oxford Press, 1/3). Scott's *Redgauntlet** (Collins, 2/-). Cowper's *Task*,* Book V. (Blackie, 3d.). Palgrave's *Golden Treasury** (Oxford Press, 2/6): contemporary poets. Wordsworth's *Poems** (Marshall 6d.).

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. III., pp. 765-875 (1760-1815). Continue a chart of the 18th Century (1700-1800), (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events. *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 3/-), Part VI., may be used for period. Omit history taken up in *Medieval and Modern Times* if necessary.

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 461-562 (1760-1815), (omit questions), or, Lord's *Modern Europe* (Marshall, 5/-), pp. 296-378. *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 378-444 (omit questions). Continue a Book of Centuries* (P.N.E.U. Office, 2/3), putting in illustrations from all history studied: see September P.R. British Museum Postcards (1/6 a set), Nos. 7, 17, 29 (optional).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 73-94. North's *Plutarch's Lives: Aristides* (Dent, Vol. IV., 2/-): teacher to read with omissions. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 1-47 (narration instead of questions).

Geography.

The Ambleside Geography Books, Book V.* (5/), pp. 210-267. *Our Guardian Fleets in 1805*,* by H. W. Household (Macmillan, 3/-), pp. 186-220, or read from Bates' *A Naturalist on the Amazon* (Macmillan, 2/6).

Know something about foreign places coming into notice in the current newspapers: see Appendix to Geography Book IV.* (P.N.E.U. Office, 9d.). Ten minutes' exercise on the map of Europe every week. Philips' *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under "Scouting" (P.R., May, 1920), or "Guiding."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-); *Aftermath: a Geographical Study of the Peace Terms*, by M. Newbigin (Macmillan, 3/6).

Natural History and Botany.

Every Boy's Book of Geology,* by Trueman and Westell (R.T.S., 6/-), pp. 226-295, or, better, *Winners in Life's Race*,* by Mrs. Buckley (Macmillan, 6/-), pp. 1-42. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 31-41; 75-80; 125-136. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower and bird lists and insect lists, and make daily notes. For out-door work take some special September to December study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6), e.g., seed dispersion and fungi. See also tests under "Guiding."

General Science.

First Year of Scientific Knowledge,* by Paul Bert (Relfe, 5/-), pp. 107-127; 161-191. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 222-269. *A First Year of Scientific Knowledge*, pp. 359-376.

Arithmetic.
Pendlebury's *New Shilling Arithmetic*,* pp. 113-124 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.
A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 170-181. Revise 139-170. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.
A School Algebra,* by H. S. S. Hall, Part I. (Macmillan, 3/6), pp. 56-66; 75, 76, 89, or continue.

German.
Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 19-21 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 30-34. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.

Latin.

Limen,* Part I. (Murray, 2/6), pages 118-141, with corresponding exercises. Revise grammar, pp. 95-117. Narration of continuous passages.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Napoleon à l'Île d'Elbe* (Blackie, 6d.). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

Studies of objects in the house from nature, teacher following method in *The Art of Drawing*, Albums 5 and 31 (Philip & Tacey, 1/3). Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Holbein (P.N.E.U. Office, 2/- the set). See the special notes in

the *Parents' Review*, for September, 1923. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two hymns by Wesley or Cowper; two carols. Psalm 102. Fifty lines from Wordsworth's *Poems*. A scene from *Redgauntlet*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), Books 21-24 inclusive (to be read by teacher, with omissions). Dickens' *Barnaby Rudge* (Collins, 2/-).

Musical Appreciation.

See Programme of Music (Wagner), *Parents' Review*, September, 1923: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *The Second Book of Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used. Wagner's *Heroines*, by C. Maud (Arnold, 5/-).

Singing. See Programme of Music.

Three French songs, *French Songs with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 41 and 43 (Curwen & Son, 2/6); for pupils, exercises 9d. a set.

Drill, etc. (Choose new work.)

For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs in Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Training* (Eyre & Spottiswoode, 1/6), four tables. Ex-Students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. Leather modelling from *Artistic Leatherwork*, by E. E. Carter (Spon, 3/6). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 7/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a

garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also "Guiding," or P.U.S. Scouting (*P.R.*, May, 1920). All girls should take the First Aid and House-craft Tests. Help the "Save the Children Fund"; for particulars apply to 42 Langham Street, London, W. 1. Make Christmas presents.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

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FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Write what you can of the proclamation addressed by Nebuchadnezzar to his people.
2. Give the substance of Isaiah's Message of Hope to the Jews in Exile. What does he say of "The Suffering Servant"?
3. What do you know of Ezekiel? Mention some of the "Words of the Lord" that came to him.
- II. 1. What teaching does our Lord give in His last Discourse, upon (a), The true Vine, (b), The Comforter, (c), Prayer?
2. By whom were the following words used? — (a), "It is the Lord." (b), "What is truth?" (c), "My Lord and my God." Describe fully two of the occasions. What lessons may we learn from the character of one of the speakers?
3. Describe (in verse or prose) the events of (a), the Visitation, (b), the Epiphany.

Writing. (This is considered throughout the Papers.)

Write ten lines of poetry from memory.

Dictation. (Spelling is considered throughout the Papers.)

Redgauntlet, Letter IV., "I mentioned . . . tide."

Composition.

1. Some lines, which must scan, on one of the following, —
(a), "Beatrice," (b), a winter morning walk, (c), Barnaby and his raven, (d), "Penelope."
2. A short letter from (a), "Darsie Latimer" to "Alan Fairford," or, (b), Nelson to Wellington, or, (c), Rousseau.
3. An essay on (a), the reasons for the General Election of 1923, or, (b), the Imperial Conference.

English Grammar.

1. Analyse, parsing the words in italics,—
“*There is not wind enough to twirl
The one red leaf, the last of its clan,
That dances as often as dance it can,
Hanging so light, and hanging so high
On the topmost twig that looks up at the sky.*”
2. What English words do we get from the Latin,—alter, ager, cano, brevis, culpa, facio, lego, homo, mons, scio? What is the origin of,—atlas, dunce, flora, jovial, July, petrel, panic, quixotic, phaeton, tantalyze?
3. What do you understand by simile, metaphor, hyperbole, personification?

Literature.

1. What do you know of the work of Wordsworth and of Coleridge? In what respects did they differ? Quote from your favourite poems.
2. “There we have the beginning of the historical novel of Scott.” How did it come about? What Scott’s novels have you read? Give a list of your favourite characters.
3. Give (a), a scene for acting from *Redgauntlet*, or, (b), describe a scene in which “Benedick” appears (*Much Ado About Nothing*).

English History.

1. Give some account of Pitt and his struggle with the Coalition.
2. By what steps did Warren Hastings lay the foundation of the British Empire in India?
3. Show how the progress of invention led to an industrial revolution in England.

General History.

1. Give a brief account of the struggle between Athens and Sparta. What led to the fall of the Athenian Empire?
 2. Give a short account of (a), The Old Régime in France, (b), the National Assembly and its first reforms.
 3. By what steps did Napoleon destroy the Holy Roman Empire?
- or, 2 and 3. Under what five heads may the causes of the French Revolution be classed? Give a full account of two of the causes.

Citizenship.

1. Discuss (a), the affairs, (b), the foes of Goodwill, (c), “My mind to me a kingdom is.” Write a short sketch of the character of Aristides, referring to events that illustrate it.
2. Show that the counsels of Aristides brought victory to the Grecian armies at Plataea.

3. Give some account of the History of the House of Commons, and show that by its means every citizen can have part in the government of the State.

Geography.

1. Give a rough sketch-map of the United States, putting in the boundaries, states, mountains and rivers.
 2. Describe (a), the states of the Mississippi valley, (b), the Prairies, (c), Mexico.
 3. Give some description of (a), the flora, and (b), the fauna, of the Amazon Region,
- or, 3. Describe, with diagrams, the action of the “Weather Line” at the Battle of Trafalgar.

Natural History.

1. Explain all the markings on a branch in winter (giving a diagram) with regard to buds, branches and the internal structure of the stem.
 2. What do you understand by silique, berry, drupe, dehiscent? Examples. Describe, with diagrams, four methods of seed dispersal you have seen.
 3. Give some account of the Great Ice Age. Where would you look for traces of it in England? Describe any you have seen,
- or, 3. What are the characteristic features of a shark? What do you know of the early types of fish with which the shark is connected?

General Science.

1. Explain what happens when (a), a Kettle boils, (b), a pipe bursts, (c), you *feel cold*, (d), a cart wheel is made firm.
2. What is known about the “world within the atom”?
3. How would you classify marble, chalk, clay, flint, slate, plaster? What other stones belong to the flint and chalk groups?

Hygiene and Physiology.

1. In building a house what chief points must be considered in regard to foundations, ventilation, drainage?
2. How would you treat a cut, a sting, a burn, a sprain?
3. Explain, with a diagram, the construction of the eye.

Picture Study.

Describe Holbein’s “The Meyer Madonna.”

Arithmetic.

1. A train which runs 45 miles an hour is to be quickened $6\frac{2}{3}$ per cent.; how far will it then run per hour?
2. A dealer sold 250 sheep for £612 : 10 : 0d., gaining thereby $16\frac{2}{3}$ per cent.; what was the cost price of a sheep?
3. Calculate the commission on the sale of 736 sacks of flour at £1 : 5 : 0d. per sack, if the rate of commission is $2\frac{1}{2}$ per cent.

Algebra.

1. Find the sum of:
 $\frac{3}{5}x^2 - \frac{5}{3}xy - 7y^2$; $\frac{2}{3}xy + \frac{1}{5}y^2$; $-\frac{5}{8}x^2 + 4y^2$
2. Divide 75 in two parts so that three times one part may be double of the other.
3. Solve the equations: (a), $11(5-4x)=7(5-6x)$.
(b), $\frac{x-1}{4} + \frac{x-9}{2} = 3$

Geometry.

1. If two circles touch one another, the centres and the point of contact are in one straight line.
2. The sum of the arcs cut off by two chords of a circle at right angles to one another is equal to the semi-circumference.
3. If, from a point within a circle more than two equal straight lines can be drawn to the circumference, that point is the centre of the circle.

German.

1. Tell, in German, the story of *Die Zwei Ziegen*.
2. Make sentences using the prepositions: *nach, bei, mit, von, zu, gegenüber, aus, nächst, ausser, seit*.
3. Use in sentences (a), the Genitive singular of the Relative Pronouns *der* and *welcher*, and, (b), the Possessive Pronouns *mine, his, hers, ours, theirs*,

or, Italian.

1. Translate Ex. XXXI., p. 81.
2. Write a letter in Italian introducing the verbs *sapere, scegliere, promettere, riconoscere, chiamarsi*.

Latin

1. Translate Ex. 75 (b), p. 123.
2. Give the Genitive Singular and Dative Plural of,—
Which song? the old senator, a better work, fair complexion, the larger country.
3. Use in sentences the Future and Perfect tenses of the verbs *adsum, praesum, ademere, capere, nocere*.

French.

1. Describe, in French, (a), Napoleon's escape from the Isle of Elba, or, (b), *Le Port de Bordeaux*.
2. Give in sentences the Third Person Singular and Second Person Plural of *s'asseoir, boire, mettre, pouvoir, valoir*, using the Passé Defini and the Passé Indefini.
3. Answer the questions in Ex. (1), 3, (1) on p. 162, negatively in complete sentences, qualifying each noun with a different adjective.

Drawing. (Brush and colour must be used.)

1. An original illustration for *Redgauntlet*, giving title.
2. A winter scene.
3. A design for a square tile, using (from memory) oak leaves and acorns.

Musical Appreciation.

1. Relate shortly the story of either "Lohengrin" or "The Mastersingers." In which opera do the following characters appear:—Kurwenal, Fasolt, Senta, Wolfram, Ortrud, Kundry, Hagen, Hunding, Fricka, Beckmesser? Write a short note on any one character which especially appeals to you.
2. Write three lines on any five of the following:—The Tarnhelm, leitmotif, Montsalvat, Bayreuth, Wittenberger Nightingale, Villa Tribschen, valve horns, music drama.

Recitations.*

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare or *Redgauntlet*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

- N.B. 1.—Examination to begin on Monday, December 10th. Papers to be posted on Saturday, the 15th, with no other enclosure. (Please note that the examiners take 7 weeks from the 15th.)
- 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.
 3. Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.
 - 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.
 - 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.